



## A Study on Job Satisfaction of Government School Teachers

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**ABSTRACT** The study entitled “Job satisfaction of government school teachers: A study of urban Ludhiana” was undertaken with objectives to study the level of job satisfaction of government school teachers and to find out interrelationship among profile of the teachers, job components and their level of job satisfaction. The study was conducted in schools randomly selected from two urban zones ‘Ludhiana-East’ and ‘Ludhiana-West’ of Ludhiana district of Punjab. Results of the study show that majority of the teachers were female in middle adulthood stage of life, married and were graduate with B.Ed. degrees. Results further revealed that majority of the respondents had medium level of job satisfaction. It was found that ‘Freedom of expression’ was an important dimension of intrinsic (motivation) factor, as compared to ‘Recognition and reward’ while government school teachers were more satisfied with ‘Social status attached to job’ than ‘Adequacy of salary’ under extrinsic (hygiene) factor.

### INTRODUCTION

Education policies of the nation determine the development of its human resource. Education is a process of bringing about desirable changes in the behaviour of its pupils, changes suitable for nation’s social, cultural and economic development. Teacher holds an important position in education process whether formal, non-formal or informal.

A teacher has a pivotal role in the education system. In other words, foundation of society building is in the hands of teachers of the nation. From amongst all the teachers, school teachers are the most important group for nation’s growth and development, as initial years of students’ life are highly impressionable and have long lasting impact on their lives.

Teaching is considered as the noblest profession therefore, it is imperative that the individuals involved in this profession should be committed and dedicated to their jobs. To develop a positive attitude towards a profession, job satisfaction is a crucial aspect because only the satisfied professionals are interested and effective in their jobs.

Job satisfaction is a very complex and comprehensive phenomenon. It is a subjective and psychological aspect of functioning in any profession. The term Job Satisfaction is commonly used in the context of human behaviour at work. In the words of Feldman and Arnold “Job satis-

faction is the amount of overall positive effect or feelings that individuals have towards their jobs” (Zaidi and Lall 2008). Hence, job satisfaction is an important factor that makes an individual contribute to the productive development of the society. Thus, job satisfaction of school teachers is the foremost concern to be addressed as they are nurturing the backbone of our country. Therefore, the investigators decided to study the level of job satisfaction of government school teachers and to seek suggestions to enhance the level of job satisfaction. Many of research studies are available that indicate if an individual is satisfied with his/her job, than he eventually gives better performance and result. Job satisfaction theories strongly overlap with human motivation theories. The most common theory related to job satisfaction includes: Herzberg’s motivator-hygiene theory (two factor theory) proposed by Herzberg in 1959 (Anonymous 2018).

School teachers are shouldered with the responsibility of preparing knowledgeable, skillful and productive future generations, which is very important for development of the country. No study has addressed the issue of job satisfaction of government school teachers since 2002. Therefore, keeping in view the significance of job satisfaction of school teachers and existing gap, the present study has been planned with the following specific objectives:

### Objectives

- ◆ To determine the level of job satisfaction of government school teachers of urban areas.
- ◆ To find out interrelationship among profile of the teacher, and their level of job satisfaction.

### Review of Literature

Job satisfaction is the favorable or unfavorable subjective feeling with which employees view their work. It is the extent to which an individual needs were satisfied and the extent to which the individuals perceive that satisfaction as stemming from his total work situation." Sharma (1998), in her study 'Job Satisfaction of Home Science Faculty of Punjab Agricultural University' found that job satisfaction of faculty of home science was of medium level. Majority of respondents expressed medium level of life satisfaction. However, job attraction was found to be high. Schulze (2006), in his study 'Factors Influencing the Job Satisfaction of Academics in Higher Education' involved 94 respondents from similar departments at a regular and a distance education institution. Study focused factors like teaching, research, community service, administration, compensation, promotions, university management, co-workers' behaviour and physical conditions. Demographics that could influence the job satisfaction of the academics were also considered. These included university context, being employed on a full-time or part-time basis, rank, ethnic group, union membership and gender. Respondents were satisfied with the physical conditions of their work place. About 77.7 percent showed their satisfaction with their locality of the office and their freedom to use photocopying facilities and 72.4 percent were satisfied with their other facilities like making telephone calls. Nearly 68.1 percent were satisfied with their working environment, the availability of supplies and 65.9 percent were satisfied with the physical attractiveness of their office building and 60.7 percent were satisfied with the availability of nearby parking facilities. Only about 53 percent, half of the respondents were satisfied with the quality of their office infrastructure, such as their computer etc. About

42.5 percent were dissatisfied and indicated lack of funding to attend conferences. Tasnim (2006), studied 'Job Satisfaction among Female Teachers: A Study on Primary Schools in Bangladesh' and found that cent percent teachers were highly dissatisfied with the poor salary structure. It was found that the primary schools teachers' salary was less in comparison to the existing daily commodity prices. Salary was not a motivating factor for them. Salary must be consistent with present socio-economic conditions. Teachers were dissatisfied with the political influence while selection of candidate for teaching. They were also dissatisfied with the promotion policy. 68 percent female teachers were satisfied because of permanency of their job and also had financial guarantee after retirement from the job as there was provision of pension. Teachers having higher degrees than the required qualifications were dissatisfied but the teachers having minimum qualifications were found to be satisfied. They were satisfied with their choice of posting. Abdullah et al. (2009), studied 'Job Satisfaction among Secondary School Teachers' and found that that secondary school teachers in Tawau, Sabah' were generally satisfied with their job. There was a significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the experienced teachers were more satisfied than their newly recruited teachers. It was also found that there was no significant relationship between places of origin of teachers with job satisfaction. Yadav (2011), studied 'Job Satisfaction of Agricultural Scientist of Selected State Agricultural Universities of Northern Region' revealed that all agricultural scientists were highly satisfied with their job in Northern region, only little differences were found among the three universities: Punjab Agricultural University, Govind Ballabh Pant University of Agriculture and Technology and Hissar Agricultural University. Further findings revealed that too much paper work caused frustration among all respondents which led to low job satisfaction. Rajendran and Veerasekaran (2013), conducted a study on 'A Study of Job Satisfaction of Secondary School Teachers of

District Sahiwal, the Punjab, Pakistan'. It implied that teachers should be provided better salary package, timely promotions, opportunities for innovative work, recognition by the department, active participation in policy formulation and better working conditions of the institutions. The study also suggested the following eight aspects: ability utilization, achievement activity, advancement authority, education policy, compensation and co-worker aspects may be taken for further study at different sample. Tilakraj and Lalita (2013), in their study 'Job Satisfaction among Teachers of Private and Government School: A Comparative Analysis' showed that male respondents were found more satisfied than female teachers. The study also revealed that government school teachers were more satisfied than the private school teachers. This might be due to the flexible environment, job security, high wages and independence in job of government school teachers. Finding also revealed that both private and government school teachers showed low level of job satisfaction regarding the factor 'Teachers Training' and 'Opportunity for Career Development.' At the same time, both private and government schools teachers were dissatisfied on fair promotion procedures. Gonzalez et al. (2016), conducted a study on 'The Effect of Educational Level on Job Satisfaction and Organizational Commitment: A Case Study in Hospitality' showed that educational level did not influence job satisfaction. However, it had an inverse effect on organizational commitment where the lower the educational level of employees, the higher their commitment was.

Mehraj (2016), in the study 'Job Satisfaction Among Teachers Working in Government and Private Schools at Elementary Level' results that that there was significant difference between the mean scores of the teachers of government and private schools hence, government teachers at elementary level had better financial status, working conditions and management, job and personal security and opportunities for development and promotion as compared to private school teachers.

Ruchika (2017) in her study, 'A Study of Job Satisfaction amongst Government and Private School Teachers in Delhi' revealed that factors that affected job satisfaction were salary and fringe benefits, job security, relationship with

principal and students, working conditions and work load, interpersonal relations among colleagues, possibility of career development and government policies regarding profession of teaching etc. Her study concluded that there was non-significant difference between gender, designation, age and work experience with the level of job satisfaction. So overall view shows that level of job satisfaction was more in government schools than in private schools when considering these above mentioned factors.

### METHODOLOGY

At present job satisfaction has been a crucial issue. People are interested to work in the organization as well as the services where they get more satisfaction, it's human behaviour. But in point of fact, however way such job satisfaction is ensured in several jobs. This study has tried to reveal the job satisfaction of government school teachers of Ludhiana District. The study was conducted in urban area of Ludhiana district. From Ludhiana two zones namely, Ludhiana-east and Ludhiana-west were selected randomly. The lists of senior secondary schools for each selected zones were prepared. From these lists, fifteen government senior secondary schools from each urban zones were selected through proportionate random sampling. From each selected school, eight teachers were selected randomly. Similar selection procedure was followed in all selected government schools. Thus, a sample of 120 school teachers from urban government senior secondary schools were selected. To achieve the objectives of the study, self-structured interview schedule was prepared. The developed interview schedule was pretested for measuring the reliability and validity. A measuring tool must be reliable and valid. The reliability of measuring instrument pertains to the degree to which it yields consistent results, when it is administered a number of times. The validity refers to the degree to which an instrument measures what it is supposed to measure. The possible ambiguities in interview schedule were identified, eliminated and modified as per the response pattern of the school teachers. The data were analysed with the help of various statistical tools such as frequencies, percentages, category interval method, mean score, correlation and chi square.

## ANALYSIS AND DISCUSSION

### Profile of School Teachers

Profile of teachers was studied in terms of socio-personal and professional characteristics.

#### *Socio-personal and Professional Characteristic of School Teachers*

The socio-personal characteristics of selected respondents were studied in respect of their gender, age, marital status, education, designation, total service experience and duration of present posting and data pertaining to these is presented in Table 1.

Findings in Table 1 revealed that majority of respondents were female. It was found that 87.5 percent respondents were female and 12.5 percent were male. The data shows that majority of the school teachers, about 65.8 percent, were from middle adulthood category followed by 25 percent from late adulthood category and only 9.2 percent were in early adulthood. It was found that a large majority (92.5%) of teachers were married followed by widow about five percent and only 2.5 percent were unmarried. For the present study family size was categorized in two categories small (1-4) and large (5-8) families. The data pertaining to family size exhibited that a majority of teachers, that is, 87 percent had small families (1-4 members). The result shows that majority of teachers, about 73.3 percent, were graduate with B.Ed. degree, followed by 25 percent post graduates and only 0.8 percent were graduates (without B.Ed.) and Ph.D. The data in Table 1 depicted that in schools about 55 percent teachers were Lecturers and 45 percent were Master/Mistress. The study shows that majority of the (70.8%) teachers had medium service experience and about 25 percent had short service experience whereas only about four percent teachers were with long service experience. The data exhibited in Table 1 shows that 51.7 percent and 43.3 percent teachers had medium (Rs. 33000-59000) and high (Rs. 60000-86000) salary respectively, whereas five percent of teachers had low (Rs. 6000-32000) salary. The results revealed that in schools majority of the teachers, about 60.8 percent, had medium duration of present posting, followed by 34.2 percent with a stay of short duration at present

**Table 1: Distribution of school teachers according to socio-personal and professional profile**

<i>Socio-personal profile</i>	<i>n=120</i>	
	<i>Frequency</i>	<i>Percentage</i>
<i>Gender</i>		
Male	15	12.5
Female	105	87.5
<i>Age (Years)</i>		
Early adulthood (26-36)	11	9.2
Middle adulthood (37-47)	79	65.8
Late adulthood (48-58)	30	25.0
<i>Marital Status</i>		
Unmarried	3	2.5
Married	111	92.5
Widow	06	5.0
<i>Family Type</i>		
Nuclear	107	89.2
Joint	13	10.8
<i>Family Size</i>		
Small (1 to 4)	107	86.7
Large (5 to 8)	13	13.3
<i>Family Occupation</i>		
Service	102	85
Farming	04	3.3
Business	14	11.7
<i>Education</i>		
Only graduate	01	0.8
Graduation with B.Ed.	88	73.33
Post graduate	30	25.0
Ph.D.	01	0.8
<i>Professional Profile</i>		
<i>Designation</i>		
Master/Mistress	54	45.0
Lecturer	66	55.0
<i>Total Service Experience (Years)</i>		
Short (1 to 10)	30	25.0
Medium (11 to 20)	85	70.8
Long (21 to 30)	05	4.2
<i>Monthly Salary (Rs)</i>		
Low (6000 to 32000)	06	5.0
Medium (33000 to 59000)	62	51.7
High (60000 to 86000)	52	43.3
<i>Duration of Present Posting (Years)</i>		
Short (1 to 8)	41	34.2
Medium (9 to 17)	73	60.8
Long (18 to 26)	06	5.0

place and only five percent teachers had long duration of present posting.

### Job Satisfaction of Government School Teachers

Job satisfaction factors have been selected on the basis of Herzberg's motivation-hygiene theory (two factor theory). These two factors are motivation factor (Intrinsic factor) and hygiene factor (Extrinsic factor).

### i) Motivation Factor (Intrinsic Factor)

Motivation factors are intrinsic factors which are inherent to work. These factors motivate the employees for good performance. These factors are called satisfiers which include dimensions as feeling of achievement, recognition and award, ability of utilization, freedom of expression, scope for professional growth and work itself. Data in Table 2 indicates mean scores and standard deviation of government school teachers. Mean score range between one to five indicates that mean score greater than three implies positive responses and less than three implies negative responses. Results regarding these dimensions have been discussed in the tables given.

Data in Table 2 revealed that under intrinsic factor "Recognition and Reward" 'Verbal encouragement from superiors' was the most important for job satisfaction with the mean score of 4.25, whereas 'Advance promotion on performance basis' was ranked least by the school teachers with mean score of 1.68.

Under "Freedom of Expression" school teachers ranked first 'Freedom to have open conversation with students' with mean score 4.28, whereas 'Freedom to go out of campus regarding extracurricular activities' ranked least with mean score 2.96.

In Table 3 the data revealed that school teachers were more satisfied with 'Freedom of expression (mean score 3.61) as compared to the 'Recognition and reward' with mean score 3.12. It may be inferred that teachers were satisfied on motivation factors but level of motivation may be low.

### ii) Hygiene Factors (Extrinsic Factor)

Hygiene factors are extrinsic factors of job satisfaction which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for a long term. But absence or non-existence of these factors at workplace leads to dissatisfaction. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. It includes adequacy of salary, management policies and set up, job security and advancement, social status attached to job and physical condition of work. Data in Table 3 indicates mean scores and ranks assigned to various dimen-

**Table 2: Mean score distribution of school teachers according to two dimensions of intrinsic factors for job satisfaction**

<i>Intrinsic factors (Motivation factor)</i>	<i>Mean± SD(1-5)</i>	<i>Rank</i>
<i>1. Recognition and Reward</i>		
Verbal encouragement from superiors	4.25±0.70	1
Encouraging feedback from students	4.08±0.36	2
Encouraging feedback from parents	3.99±0.51	4
Encouraging feedback from colleagues	4.06±0.54	3
Appreciation letter from school authorities	2.03±1.16	5
Grant of advance increments	1.84±0.85	6
Advance promotion on performance basis	1.68±0.70	7
<i>2. Freedom of Expression</i>		
Freedom to have open conversation with school authorities	4.18±0.64	2
Freedom to have open conversation with students	4.28±0.47	1
Freedom to have open conversation with student's parents	4.16±0.55	3
Freedom to take part in administrative decisions regarding teaching	3.17±0.95	4
Freedom to criticize unfair administrative decisions	3.10±0.81	5
Freedom to go out of campus regarding academic work	2.91±0.43	7
Freedom to go out of campus regarding extra-curricular activities	2.96±0.40	6

sions of hygiene factor. Mean score ranges between one to five, indicating that mean score greater than three implies positive responses and less than three implies negative response.

The responses of both factors were taken to study their views on 'adequacy of salary' and

**Table 3: Overall mean score distribution of school teachers according to two dimensions of intrinsic factor for job satisfaction**

<i>Intrinsic factor (Motivation factor)</i>	<i>Mean Score range (1-5)</i>	<i>Rank</i>
Recognition and reward	3.12	2
Freedom of expression	3.61	1
Total mean	3.36	



‘social status attached to job’. Data shows that under ‘adequacy of salary’ item ‘salary is in accordance with the responsibilities of job’ and ‘salary is in accordance with qualification’ was ranked first by government school teachers, whereas ‘salary needs a considerable raise’ ranked least with the mean score of 3.12.

Under ‘social status attached to job’, ‘job is considered as an essential part of national development’ was ranked first with mean score 4.41 by government school teachers, and ‘job is a well-paid job’ ranked least with mean score 4.25 by the government school teachers (Table 4).

**Table 4: Mean score distribution of school teachers according to two dimensions of extrinsic factor for job satisfaction**

<i>Extrinsic factors (Hygiene factor)</i>	<i>Mean± SD (1-5)</i>	<i>Rank</i>
<i>1. Adequacy of Salary</i>		
<i>Salary is:</i>		
Enough to lead a comfortable life	4.05±0.46	3
In accordance with the responsibilities of job	4.06±0.45	1.5
Needs a considerable raise	3.12±0.78	6
In accordance with designation	4.03±0.49	4
In accordance with qualifications comparable with similar job elsewhere	4.06±0.45	1.5
<i>2. Social Status Attached to Job</i>		
<i>It is considered</i>		
‘Well paid’ job	4.25±0.57	5
Respectable job	4.38±0.49	2
An essential part of national development	4.41±0.51	1
Of equal prestige as employee of similar rank in other departments	4.30±0.79	3
Prestigious outside the school	4.29±0.79	4

Data presented in Table 5 elucidate the satisfaction of teachers on hygiene or extrinsic factors of job satisfaction. It was found that school teachers were more satisfied with ‘social status attached to job’ (mean score 4.3) as compared to ‘adequacy of salary’ with mean score of 3.69. In total, mean score values (3.9) of government school teachers show that teachers were satisfied with hygiene factors. However, the level of satisfaction may be lower as shown by mean score values.

**Table 5: Overall mean score distribution of school teachers according to two various dimensions of extrinsic factor for job satisfaction**

<i>Extrinsic factor (Motivation factor)</i>	<i>Mean Score range (1-5)</i>	<i>Rank</i>
Adequacy of salary	3.69	2
Social status attached to job	4.3	1
Total mean	3.9	

**Level of Job Satisfaction**

Level of satisfaction refers to the degree/ extent to which the respondents were satisfied with their job. It was measured by calculating the cumulative scores of respondents on various dimensions of motivation and hygiene factors in relation to their job and categorized as low, medium and high level of satisfaction.

A close look at data given in Table 6 shows that a large majority of 82 percent government school teachers had medium (3.4-4.0) level of job satisfaction, followed by 10 percent teachers with low (2.6-3.3) level of job satisfaction whereas only about seven percent of school teachers were highly satisfied with their job. These findings were in the line with Sharma (1998), in her study ‘Job Satisfaction of Home Science faculty of Punjab Agricultural University’. Sharma also found that job satisfaction of majority of faculty of Home Science was of medium level. Singh and Kaur (2015), conducted a study on ‘Job satisfaction among Agriculture Development Officers and Horticulture Development Officers of Punjab’ and concluded that majority of the ADOs and HDOs were having medium to high level of job satisfaction

**Relationship of Socio-personal and Professional with Job Satisfaction of School Teachers**

The relationship between job satisfaction and age, education level, family size, distance of

**Table 6: Overall job satisfaction of school teachers according to two factors**

<i>Level of job satisfaction</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Low (2.6-3.3)	13	10.8
Medium (3.4-4.0)	98	81.6
High (4.1-4.6)	09	7.5

posting from hometown, and total service experience were computed.

Correlation data in Table 7 depicted that age of school teachers had significant positive correlation with job satisfaction, significant at five percent level of significance. It means the level of job satisfaction increased with increase in age. These findings are supported with the results of Hossain (2000), who conducted comparative study of private and public banks to measure the job satisfaction in Bangladesh, reported that there was positive correlation between age and job satisfaction among the employees of commercial bank. Higher the age of employee more they were satisfied with their job. It can be noted from the data given in Table 7 that in schools, education level of teachers had positive significant correlation with job satisfaction, which was significant at five percent level of significance, it means highly educated teachers had high job satisfaction. It was revealed that distance of posting from hometown (in kms.) was significant negative correlation with job satisfaction, which was significant at five percent level of significance. Data further shows that there was a significant positive correlation between total service experience (years) and job satisfaction, which was significance at one percent level of significance, means senior teachers were more satisfied with their job.

#### Association of Socio-personal and Professional Characteristic with Job Satisfaction

The data on family type, family size, family occupation and designation was nominal (categorical) so it was not possible to compute relationship

**Table 7: Relationship of socio-personal and professional profile with job satisfaction of school teachers**

<i>Socio personal profile</i>	<i>r values</i>
<i>Personal Profile</i>	
Age(years)	0.234*
Education level	0.213*
Family size	0.236*
<i>Professional Profile</i>	
Distance of posting from hometown (kms)	-0.214*
Total service experience (years)	0.281**

\*Significant at 5 percent level of significance

\*\*Significant at 1 percent level of significance

of these characteristics with job satisfaction using correlation. Hence Chi-square test was used to study association between job satisfaction and gender, marital status and designation.

**Table 8: Association of gender, marital status and designation with job satisfaction**

<i>Profile</i>	<i>Job satisfaction</i>		
	<i>Low</i> (2.6-3.3)	<i>Medium</i> (3.4-4.0)	<i>High</i> (4.1-4.6)
<i>Family Type</i>	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>
Nuclear	1 (0.8)	95 (79.2)	11 (9.2)
Joint	2 (1.7)	11 (9.2)	-
Chi-square	11.041*		
<i>Family Occupation</i>	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>
Service	2 (1.7)	94 (78.33)	6 (5.0)
Farming	2 (1.7)	2 (1.7)	-
Business	-	8	6 (5.0)
Chi-square	38.212**		
<i>Destination</i>	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>
Master/Mistress	15 (12.5)	35 (29.2)	4 (3.3)
Lecturer	6 (5.0)	54 (45.0)	6 (5.0)
Chi-square	7.1852*		

\*Significant at 5 percent level of significance

In case of family type profile, it was evident from the data in Table 8 that most of the respondents who belonged to nuclear family type had medium level of job satisfaction. Chi-square value for this profile was significant at five percent level of significance. This showed a significant association between family type and job satisfaction in urban area.

Frequency distribution of the respondents under their family occupation, presented in Table 8 indicated that relatively large number of respondent's family had service as a main occupation. The Chi-square value for this profile was highly significant at one percent level of significance. So, this shows highly significant association between family occupation and job satisfaction of government school teachers.

Further chi square data from Table 8 revealed that relatively more teachers were designated as masters, had medium level of job satisfaction. The chi-square value for this profile was significant at five percent level of significance. It means there

was significant association between designation and job satisfaction of school teachers.

### CONCLUSION

It can be concluded that majority of government school teachers shows that job satisfaction has been moderate. While distance of posting from home town was significantly negatively correlated with job satisfaction, designation and family occupation of school teachers had significant association with job satisfaction.

### IMPLICATIONS OF THE STUDY

The study implicated that there should be monthly visit by authorities in order to monitor the school conditions. Authority should provide proper compulsory training facilities to school teachers. More and more audio-visual aids should be used to make the classroom teaching interesting. Time to time sports activities and field trips should be organised so that students as well as teachers can experience new things.

### RECOMMENDATIONS

- ◆ To enhance job satisfaction among school teachers under intrinsic (motivation) factor, 'recognition and reward' dimensions need to be worked out.
- ◆ Freedom to go out of campus regarding academic work should be given to school teachers.
- ◆ There should be considerable raise in their salary according to their work.

### LIMITATIONS OF THE STUDY

- ◆ The investigation was carried out only in Punjab state; therefore the results of the study cannot be generalized for other states.
- ◆ Results are based upon the responses of sample.
- ◆ Although every effort has been made to get unbiased responses from the respon-

dents, psychological behaviour of not revealing truth because of school prestige cannot be completely ruled out.

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